

Contents

Course and Philosophy	iv
Components	vi
Digital Tools: CD-ROM and ActiveTeach	x
Course Highlights.....	xii
Scope and Sequence	xiv
Time Guidelines.....	xvi
Map.....	xvii
1 Welcome	T1A
2 My Class	T2A
3 My Family	T3A
4 My Room	T4A
5 My Toys	T5A
6 My Face	T6A
7 Food	T7A
8 Animals	T8A
9 My Garden	T9A
Phonics and Movement	T76
Festivals	T92
Stickers	T96
Resources	T97
Activity Book Pages with Answers	T98
Letters Home	T113
Flashcards.....	T123
Video Scripts	T131
Games.....	T135
Graphic Organizers	T140

Course and Philosophy

My Little Island is a three-level course for teaching English to 3 to 5-year-old children whose first language is not English. It is based on four over-arching beliefs:



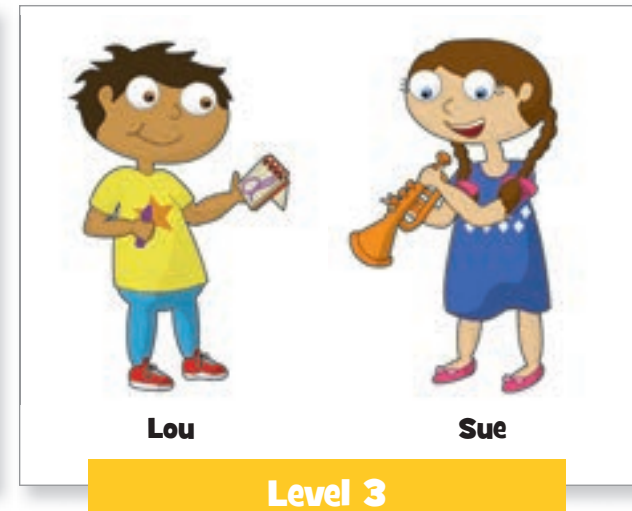
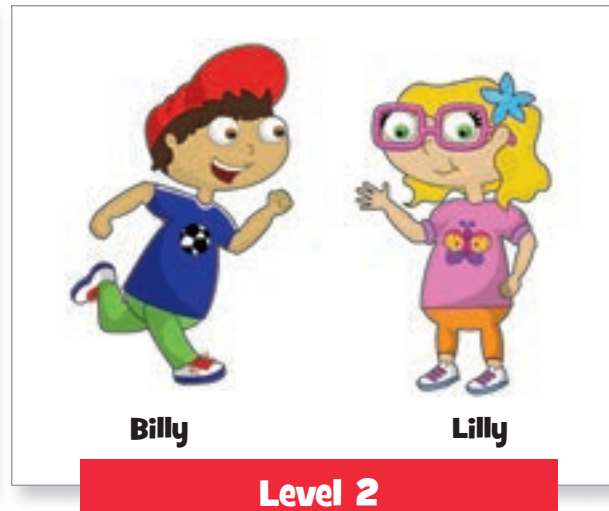
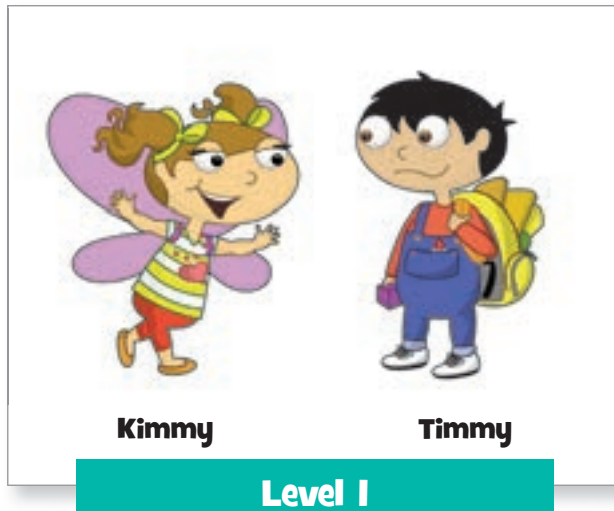
Sammy the Squirrel

1. Realities of the child's world must be at the core of the course and the basis for materials chosen.
2. A learner who is engaged will learn better.
3. Each child is unique in personality, interests, and learning styles and will benefit from materials that reflect this.
4. Successful learning only occurs when skills presented build on each other and are reviewed meaningfully.

This unique and engaging course takes children on an exciting fantasy-island adventure with characters their own age.

The course introduces two new characters at each level with whom children can identify. Each level has nine units. After an introductory welcome unit, there are eight thematic units which are recycled and build on each other at each level of the course. In the Level 1 Welcome unit, children meet Kimmy and Timmy, and learn some greetings and actions to use. They also meet Sammy the Squirrel, the course's mascot (a puppet), who appears throughout the course and supports children as they learn (when he isn't getting into mischief!).

The course is designed to help children learn to communicate in English through a four-skills-based approach that builds increasing language proficiency through prereading/reading, prewriting, listening, and speaking lessons and activities. For example, children start by listening to and looking at picture stories and progress in the final level to reading along with stories that have simple text. Children develop prewriting skills and practise recognising letters. Listening and speaking skills, which are critical for language learning, are developed throughout the course with increasing emphasis in later levels.



The course uses a natural approach to teaching language through TPR® (Total Physical Response). Associating gestures with vocabulary and language structures builds a positive attitude and confidence, while at the same time helps children attach meaning to the language they are learning. The opening scene in each unit shows characters engaged in activities and includes a song about what they are doing, along with suggested actions for children to do. Lessons build, using a kinesthetic approach. Throughout the course, children learn English through a wide range of activity types to accommodate all learning styles, and learners get to experience all mediums. Children do traditional activities in their books and Activity Books. They participate in class activities and projects, as well as engage with the course's digital tools as they interact with their classmates on the interactive whiteboard (ActiveTeach) and on the CD-ROM.

My Little Island equips young learners for the technological, global world of the 21st century not only by teaching them English and digital literacy, but also by fostering critical skills to help them become successful, contributing members of society. Skills most helpful for the future include: *flexibility, adaptability to constant change, critical and analytical thinking, communication, collaboration, creativity, and problem solving*. By nurturing these critical skills and abilities in children, the course ensures that children develop into more autonomous primary-age learners and beyond.

By addressing these preprimary objectives and developing skills and strategies for communicating in a global community, *My Little Island* prepares children to meet expectations of the Starter level of **CYLET (Cambridge Young Learners English Tests)** and ensures that they will continue to be successful and enjoy their learning experiences in English.

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Components



PUPIL'S BOOK WITH CD-ROM

A welcome unit opens the Pupil's Book. Eight thematic units follow and include presentation and practice of the new lexical sets of vocabulary and language structures. Vocabulary builds throughout the course, from basic greetings, classroom objects, and the family, to words used to talk about community workers and places, school activities, and feelings. Children listen to stories with target language; sing songs and say chants; colour, match, and draw; and play games, collaborate, and communicate with partners, in small groups, and with the whole class.

The first lesson presents the unit's target vocabulary in a scene, along with a thematic song accompanied by meaningful gestures and actions.



The vocabulary lesson presents target vocabulary with photographs. There are six new words per unit.

Next, children look at and listen to a picture story, which presents one new language structure. This prepares them for reading stories with simple text later in the course.



Stories are included on the Class Audio CDs, the CD-ROM, and ActiveTeach. Children listen to and act out the stories when they are comfortable doing so.

The next lesson presents concepts important at this stage of learning English, like colours. Children listen to a song, use TPR, and sing along.



This lesson focuses on a key concept like shapes or numbers. A Phonics Time icon references optional phonics lessons at the back of the book.

A values lesson guides young children to think about themselves and how they interact with their family members, friends, and others.



The unit's review lesson includes a sticker activity for children to check their comprehension of vocabulary and language, and a cross-curricular project.



TEACHER'S BOOK WITH ACTIVETEACH

The interleaved Teacher's Book has full-size Pupil's Book pages next to the teaching lessons. A two-page Unit Overview with each unit's content and objectives also provides notice-board ideas, story summaries, and home-school and curriculum connections. Simple four-step lesson plans include Getting Ready activities, a Working in the Book section, Consolidating activities, and an Optional: Using Digital Components section. Icons signal when to use components.

AUDIO PROGRAM

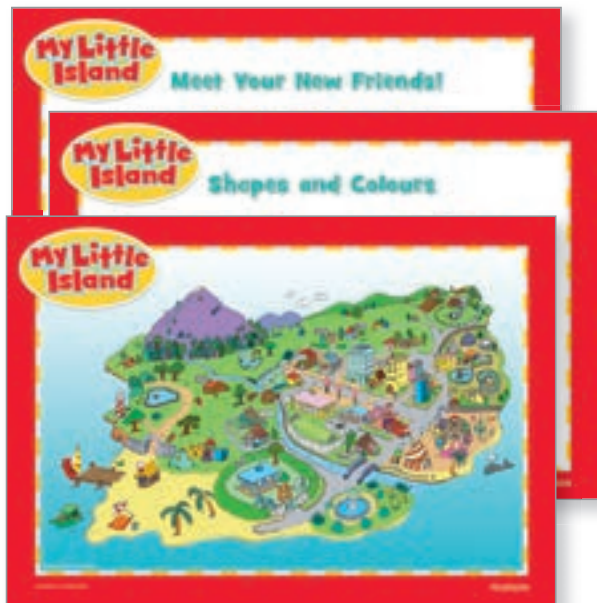
Class Audio CDs contain all of the level's songs, chants, stories, and listening comprehension activities. The Teacher's Book indicates when and how to use these. Audio icons with track numbers on the Pupil's Book pages also provide cues for which songs, chants, and listening exercises to use with the activities.



ACTIVITY BOOK WITH AUDIO CD

The Activity Book provides practice and reinforcement of Pupil's Book lessons. Children practise developing fine motor skills as they trace, match, and colour theme-related pictures. The level's characters, Kimmy and Timmy, and the course's mascot, Sammy the Squirrel, appear throughout for continuity and fun. An Audio CD with songs and chants is included. Annotated pages, with answers, can be found in the Teacher's Edition.





POSTERS

Three colourful posters motivate children as they set off to learn English. The *My Little Island* map gives children a bird's-eye view of the island. *Meet Your New Friends!* introduces each Pupil's Book's main characters. *Shapes and Colours* presents a reference for important concepts.

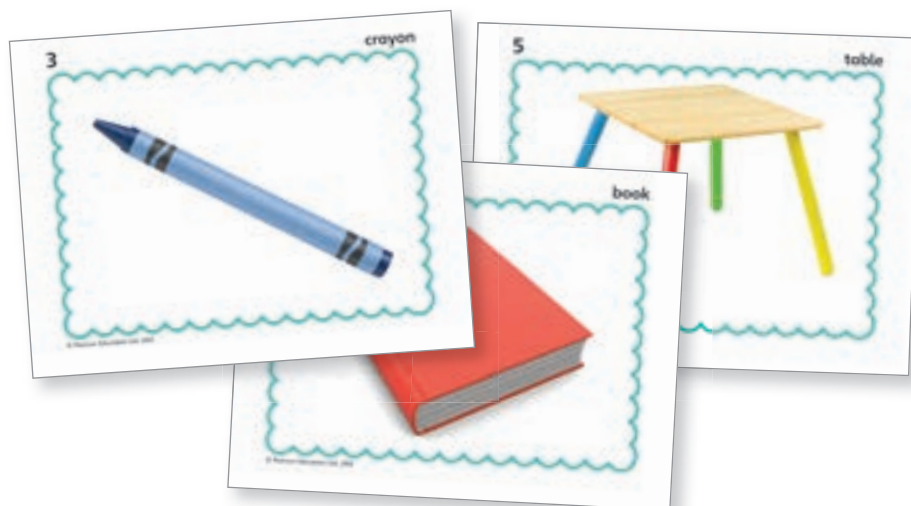


CD-ROM

The CD-ROM features course stories, as well as matching, sorting, concentration, and multiple-choice games and activities. An animation rewards children at the end of each activity. Live-action videos are included.

FLASHCARDS

Forty-eight colourful photographs of the target vocabulary appear on flashcards for presentation, review, and games. These also appear in ActiveTeach and the Teacher's Book.



ACTIVETEACH

Pupil's Book pages can be projected onto the big screen, using this interactive whiteboard program with tools. Audio for songs, chants, instructions, listening activities, videos, and flashcards is included.

WEBSITE

The companion website has complete product information, component descriptions, a sample unit, scope and sequences, letters home, the theme song, and videos. The link is: www.pearsonelt.com/mylittleisland.

BIG BOOK

The *My Little Island Big Book* engages children in a hands-on shared reading experience. Children will feel at ease and comfortable as their teacher turns the pages and models reading the selections aloud, encouraging them to join in when they are comfortable. The large, over-sized pages allow children to easily point to words and to picture details.

Digital Tools: CD-ROM and ActiveTeach

YOUNG LEARNERS AND TECHNOLOGY

Research shows that appropriate use of computer technology in education is beneficial for learners (Clements and Sarama, 2003; Waxman, Connell, and Gray, 2002; Byram and Bingham, 2001). Broadly speaking, children can learn *from* computers and *with* computers. Children learn *from* computers when the computer assumes the role of a tutor, with the goal of importing and increasing basic knowledge and skills. Children learn *with* computers when the computers serve as a facilitating tool, with the goal of developing critical thinking skills, research skills, and the creative imagination (Ringstaff and Kelley, 2002).

Computer activities should be age-appropriate and foster instruction in ways that increase learning, motivation, personal productivity, and creativity. For example, Perry (2009) noted that “Children three to five years old are natural ‘manipulators’ of the world – they learn through controlling the movement and interactions between objects in their world – dolls, blocks, toy cars, and their own bodies.” Children are naturally curious and willing to interact with computers, and they enjoy their ability to control the type, pace, and repetition of an activity. In some cases, children have even managed to learn how to use a computer with no instruction at all, through their own curiosity, fearlessness, and persistence (Mitra, 1999).



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TECHNOLOGY IN MY LITTLE ISLAND

Children in the *My Little Island* course become familiar with digital learning activities through ActiveTeach and the CD-ROMs. These components prepare them for more intensive digital tool- and computer- and game-based courses like *Our Discovery Island*. The CD-ROM offers a variety of fun-filled games for each thematic unit, with each level's games increasing in difficulty. Children also play "Look and Find" at the end of each unit. This Quest-like activity engages children in finding unit-related items in scenes. The children can take the CD-ROM home and share what they are learning with caregivers and watch the course's live-action videos together.

ActiveTeach provides access to the entire *My Little Island* Pupil's Book and allows teachers to project it up on the big screen, using interactive tools like a pen, highlighter, and rubber, so that all the children become involved with a page at the same time. Teachers can demonstrate how to do activities, highlight target vocabulary and language, show children how to trace, and focus children's attention on story characters and lesson features. In addition, the flashcard images, songs and chants, and unit videos make this an invaluable teaching aid.

Course Highlights

CROSS-CURRICULAR CONNECTIONS

Research shows language courses that help young learners to make curriculum connections among school subjects have more successful learning outcomes. *My Little Island* offers integrated, level-appropriate curriculum connections in every unit through engaging activities. Colourful icons help teachers find these activities easily.

Maths

Maths and shapes lessons (CLIL) expose children to basic concepts that help them develop in numeracy and other maths skills. Games on the CD-ROM and other activities also help young children develop basic understandings in maths.

Music and Movement

Each unit opens with a song, accompanied by TPR. Other songs, as well as chants, appear throughout the units and provide opportunities for children to move and gesture along with the music.

Art

A wide range of art activities helps young children develop fine motor skills, recognize and reproduce patterns, learn about colours, and create pictures that have meaning for them. In addition, the art course develops visual literacy through illustrations that help young learners construct meaning and develop related language and communication skills.

Science

Simple science activities engage the children in the fascinating world of science and provide opportunities for the children to communicate about it.

Social Studies

As young children find out about the culture on the island, they are reminded of the social structures that make up their own world, such as family, school, and friends, as well as town and country life.

 Each unit has a culminating cross-curricular project.

HOME-SCHOOL CONNECTIONS AND VALUES

Support from family and others at home is very important to a child's total learning experience. Research shows that language acquisition is enhanced through parental interest, involvement, and support. *My Little Island* encourages strong home-school connections. A general letter about the course and then letters for each unit, along with activities and tips, serve to involve families. Unit projects can be taken home and shared. Children should be encouraged to take home the CD-ROM and Songs and Chants CD and share the course's songs, chants, and stories with their families.

Each thematic unit includes a Values lesson, with a short, catchy chant. The children look at a photograph in their Pupil's Book and learn the right thing to do in a given situation. These Values lessons encourage young children to think about themselves and how they interact with their family members, friends, and others.

Phonics

Young children in the *My Little Island* course are probably just beginning to discover sound-symbol relationships in their first language. Since sounds in English may have multiple spellings and a child's first language may be more straightforward, *My Little Island* takes a gradual approach to phonics, beginning with phonemic awareness (becoming aware of the sounds in words) and gradually introducing sound-symbol correspondences. Because some teachers may not wish to teach phonics at this early level, the phonics lessons are placed at the back of the Pupil's Book and the Teacher's Book.

Introduction to sound-symbol correspondence comes later in the course as children begin to understand that letters stand for sounds. In *My Little Island*, children move from phonemic awareness to reading simple words. The course also presents less decodable text (sight words) in environmental print throughout the course.

Prewriting

My Little Island reinforces the development of prewriting skills as an important part of a child's early learning development. In preparing for primary school, children need to develop the cognitive and physical skills they need for writing as well as for reading. The course helps children develop gross motor skills through movement, songs and games, and fine motor skills, as well as hand-eye co-ordination, through a variety of activities. The Pupil's Book and Activity Book offer a wide range of opportunities to develop these skills through activities such as: colouring, painting, drawing, connecting dots, tracing, matching, manipulating cutouts and stickers, and making unit projects.

Prereading

Before children read the printed word, they learn basic literacy concepts, such as left-to-right directionality and holding a book in the appropriate orientation. Literacy activities appear throughout the course's Teacher's Book, providing teachers with suggestions for developing young children's reading skills. Children at this first level of the course experience picture stories without words where they are invited to follow along with the pictures and listen to the audio for the story. These picture stories prepare young children to read simple stories with words later on.

ASSESSMENT





As children enjoy their learning experiences in *My Little Island*, it is important to assess their progress at regular intervals. The review at the end of each unit provides opportunities to review and evaluate what children have understood and retained. The review lesson is also a great way to recall songs, stories, concepts, and vocabulary that children particularly like or remember, and to stimulate class discussions. The culminating unit project serves as another reminder of what they have learned. Children build self-esteem as their efforts are rewarded with *Good Job!* stickers and as they are praised and commended for their achievements, finishing the unit on a happy, positive note.






My Little Island endorses portfolios as an excellent way of keeping track of children's progress. Portfolios for *My Little Island* should include samples of children's work collected throughout the year and notes that include the children's own reflections and opinions about what they are learning. Children can decorate and take pride in their portfolios as they share them with one another at school. Children's portfolios can also be shown to parents and family during meetings to highlight progress or be sent home as children complete units, as well as at the end of the term.

Informal assessment is on-going. Watching and listening to children as they do their work and learn English, recording progress and problems, checking comprehension, and having informal conversations to keep track of how a child is doing, are all important. Encouraging children to check one another's work also helps in this process.

Scope and Sequence

My Little Island I

Unit	New Vocabulary	New Structures	TPR Actions	Reviewed Language (vocabulary and structures)	Values	Cross-Curricular Project	Phonics Lesson
 Welcome	bye, goodbye, hello, hi, Kimmy, Timmy, welcome	<i>I'm (Kimmy).</i>	clap, look, open arms, wave; classroom instructions: colour, draw, listen, look, sing, speak; classroom actions: dance, hands down, hands up, jump, sit down, stand up, walk				
 My Class	book, chair, circle, crayon, in, pencil, please, red, table, teacher, thank you	<i>I've got a (pencil).</i>	clap, look, make circles in the air, paint action, point to head, pretend to colour, pretend to draw, pretend to read, question action, shake arms, sit down, tap on table, trace a circle in the air		Ask nicely.	Art: Pencil cup	Initial <i>p</i> sound
 My Family	baby, blue, brother, dad, family, mum, on, sister, triangle	<i>This is my (sister). I'm sorry.</i>	clap, make triangles in the air, paint action, question action, shake arms, trace a triangle in the air, wave	hello, hi, red	Say sorry.	Social studies: Picture frame	Initial <i>m</i> sound
 My Room	bed, clock, door, green, lamp, square, toy box, under, window	<i>It's a (house).</i>	clap, clock action, listen, make squares in the air, paint action, question action, shake arms, sleep action, trace a square in the air, wave	colours, shapes; blue, dad, mum, red, table	Help others.	Maths: Window made out of squares	Initial <i>t</i> sound

Unit	New Vocabulary	New Structures	TPR Actions	Reviewed Language (vocabulary and structures)	Values	Cross-Curricular Project	Phonics Lesson
 My Toys	1-3, ball, blocks, doll, kite, puzzle, teddy bear, yellow	<i>It's (blue).</i>	bounce a ball, cuddle, fly kite, hold up and wiggle fingers, jump, paint action, question action, stack blocks	<i>I've got a (ball);</i> colours; shapes; blue, book, circle, green, red, square, toy box, triangle	Put away your toys.	Science: Kite made out of paper bag	Initial <i>k</i> sound
 My Face	4, brown, ears, eyes, face, hair, mouth, nose	<i>Open/Close your eyes.</i>	hold up and wiggle fingers, jump, open/close eyes, open/close mouth, paint action, point to nose, question action, shake head, wiggle ears with hands	<i>This is my (face). It's my (hair). It's (green).</i> 1-3; colours, shapes; blue, circle, green, red, square, yellow, triangle	Cover your nose and mouth.	Art: Face made out of modelling clay	Initial <i>d</i> sound
 Food	5, cake, cheese, juice, milk, orange (colour), water, yogurt	<i>I like/don't like (juice).</i>	cheer, icing action, hands out, hold up and wiggle fingers, jump, make a circle with arms, pretend to pour, question action, rub tummy	1-4; colours, shapes; blue, brown, circle, green, please, red, square, thank you, triangle, yellow	Share.	Science: Poster showing dairy products	Initial <i>l</i> sound
 Animals	bird, cat, dog, fish, mouse, purple, turtle	<i>The (dog) is/isn't (blue).</i>	flap like a bird, hold up and wiggle fingers, look, make mouse paws, move like a fish, paint action, question action, swim like a turtle	1-5; colours, shapes; blue, brown, circle, green, orange, red, square, triangle, yellow	Be nice to animals.	Maths: Cat made out of circles and triangles	Initial <i>b</i> sound
 My Garden	flower, grass, nest, pink, rain, sun, tree	<i>What is it?</i>	clap, hold up and wiggle fingers, look, make a circle, paint action, question action, wiggle fingers like raindrops	<i>It's a (nest).</i> , 1-5; colours, shapes; bird, blue, brown, circle, green, orange, purple, red, square, triangle, yellow	Play safely.	Art: Flower made out of balled-up tissue paper	Initial <i>s</i> sound

Time Guidelines

My Little Island is flexibly designed to suit individual teacher's specific classroom needs and scheduling requirements. To help teachers plan, it is estimated that teaching materials for the Pupil's Book and related practice in the Activity Book may take up to 30–60 minutes of classroom time. By using the digital components, optional activities in the Teacher's Book, and other course resources, teachers can plan to add anywhere from 15–30 minutes a lesson. For classes meeting three to five hours a week, this means covering approximately two to three Pupil's Book pages and other component segments per week. This adds up to about one unit per month, based on an average school year of nine months. Below is a chart with recommendations for pacing one thematic unit, along with optional course suggestions.

The actual time it may take for individual teachers to cover a Pupil's Book unit depends on many factors, such as: how much time is needed for review or for presentation of new material, how many optional components are used, and how many times features such as the stories, songs, extra activities, games, and festival materials, are revisited. To help teachers plan lessons, the course provides suggested times for teachers to spend on optional activities. The degree to which individual teachers integrate the digital components, the posters, the Flashcards, and so on, will also affect planning. Additionally, the makeup and needs of any given class, as well as how well the children co-operate as a group and how engaged and well-behaved they are, are all factors to consider in planning time.

PLANNING MODEL: LEVEL 1, UNIT 2 IN MONTH 2

Week	Day	Pupil's Book	Activity Book	Other Components: add 15–30 minutes
1	Day 1	Song with target vocabulary	Activity practicing vocabulary*	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 2	Vocabulary presentation	Activity practicing vocabulary*	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
2	Days 3–4	Two story pages with new structure presentation	Activity supporting story*	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
3	Day 5	Colour introduced with chant	Activity supporting colours	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 6	Shape and number introduced with chant	Activity supporting numbers or shapes	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
4	Day 7	Values activity and chant	Activity supporting values	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 8	Review/Assessment, project and sticker activity	Activity for review/personalization	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Anytime	Optional phonics lessons (2) in back section		Class Audio CD, ActiveTeach

*Note that there are six Activity Book pages for each eight-page Pupil's Book unit. This means that the vocabulary practice page in the Activity Book can be used with either of the Pupil's Book vocabulary lessons. For the two-page story in the Pupil's Book, there is one practice page in the Activity Book.

Map



I Welcome

Objectives

- ✓ To meet characters
- ✓ To learn basic classroom instructions
- ✓ To learn greetings
- ✓ To sing songs and chants
- ✓ To use TPR to understand language by associating gestures and actions with words
- ✓ To practise fine and gross motor skills
- ✓ To learn and practise the new language structure *I'm (Kimmy)*.
- ✓ To practise new language by listening and speaking
- ✓ To review and show understanding of unit vocabulary and language structures

Vocabulary

New: bye, goodbye, hello, hi, Kimmy, Timmy, welcome

Materials

Pupil's Book pages 4–11; Activity Book pages 4–9; Class Audio CD A: Tracks 1–12; Course Posters: My Little Island Map, Meet Your New Friends!

Optional: CD-ROM, ActiveTeach, Sammy the Squirrel puppet

Songs and Chants

- ✓ Welcome to My Little Island (Class Audio CD A: Track 1)
- ✓ Hello Song (Class Audio CD A: Tracks 3, 4)
- ✓ Goodbye Song (Class Audio CD A: Tracks 5, 6)
- ✓ I See You! (Class Audio CD A: Tracks 7, 8)
- ✓ Move Your Body! (Class Audio CD A: Tracks 11, 12)



Home-School Connections

Copy the General Letter Home on page T113 for children to take home to introduce *My Little Island*. The Unit 1 Letter Home is on page T114 and is available online at www.pearsonelt.com/mylittleisland.

Story





“First Day”: It's the first day of school. Kimmy and Timmy introduce themselves. The teacher greets them.

Language Structure: *I'm (Kimmy)*.

Unit Overview

SKILLS



Cross-Curricular Connections

-  trace and colour, make a puppet, draw a self-portrait, draw an action
-  learn directionality, understand and talk about a picture story
-  remember patterns
-  sing and chant, dance and move

Preschool Learning Outcomes

- ✓ Understand basic classroom instructions.
- ✓ Understand a new language structure.
- ✓ Listen to a story and look at pictures.
- ✓ Use TPR to understand language.
- ✓ Sing songs and chants with TPR.
- ✓ Interact with other children.
- ✓ Share information about themselves.
- ✓ Develop a positive attitude towards the English language.

Digital Practice

-  Ask the children to use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to view Pupil's Book pages together as a class.

LEARN BY DOING

TPR

- ✓ dance, hands down, hands up, jump, open arms wide, sit down, stand up, walk, wave

Classroom Actions

- ✓ colour, draw, look, listen, sing, speak

Prereading and Prewriting

- ✓ Learn directionality.
- ✓ Understand and talk about an eight-frame picture story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills in appropriate activities.
- ✓ Draw, colour, and trace.

NOTICE BOARD DISPLAY

A Wall of Pictures

Materials

- white paper
- crayons or markers
- sticky tape or drawing pins

Instructions

1. Ask each child to draw a self-portrait on a sheet of paper.
2. Label each picture with the child's name.
3. Stick or pin the pictures on a notice board or a wall using drawing pins or tape.
4. Make a sign for the display that reads: *Welcome to Our Class!*
5. Ask the children to point out their picture to their classmates and say: *Hi, I'm (Juan).*

Encourage children to participate only when they feel comfortable.



Presentation

Objectives: to introduce the book and the new characters, to sing a song, to say *hello*

New Vocabulary: hello, Kimmy, Timmy, welcome

TPR: look, open arms, wave

Materials: Class Audio CD A; Course Posters: My Little Island Map poster, Meet Your New Friends! poster

Optional Materials: Sammy the Squirrel puppet; photocopies of the Pupil's Book, craft sticks, glue, art supplies for decorations; CD-ROM; ActiveTeach

GETTING READY

  **Hello Song (5 minutes)**

Teach the children the “Hello Song.”

Audio Script

Hello Song

Hello. Hello, (wave, wave) children.
Are you ready to play?
Hello. Hello, (wave, wave) children.
Let's learn English today.

Hello. Hello, (wave, wave) teacher.
We're ready to play.

Hello. Hello, (wave, wave) teacher.
We speak English—HOORAY!

Look at the Map Poster (5 minutes)

- Display the My Little Island Map poster.
- Identify different places on the map, such as the beach, the school, the zoo, and the fair. Invite the children to talk about the poster.
- Ask the children to name the places they'd like to visit on the island.



WORKING IN THE BOOK: PAGES 4–5

Present Vocabulary

- Ask the children to turn to page 4.
- Explain that the boy and girl in the hot-air balloon live on the island. Tell the children that their names are Timmy and Kimmy and that they are saying *hello*. Model saying hello, waving, and opening your arms wide as a welcoming gesture.
- Ask if the children can see an animal. Point to and introduce Sammy the Squirrel. Make the puppet say: *Hello. I'm Sammy the Squirrel.*

- Display the Meet Your New Friends! poster. Invite the children to point to Timmy and Kimmy and ask volunteers to identify them.

I. Listen and sing. Move.

- Play the song “I See You!” Ask the children to look at the scene as they listen.
- Demonstrate the TPR actions that go with the song.
- Play the audio for the song. Encourage the children to do the actions and sing along.



Audio Script

I See You!

Hello! Hello!
I see you! (look
action: shade
eyes with hand)
I wave. (wave)
You wave, too!

Hello, hello! (wave)
I'm Kimmy.
I'm Kimmy.
Welcome! (open
arms wide)

Hello, hello! (wave)
I'm Timmy.
I'm Timmy.
Welcome! (open
arms wide)

Hello! Hello!
I see you! (look
action)
I wave. (wave)
You wave, too!

CONSOLIDATING

Make Stick Puppets (15 minutes)

- Hold up the Sammy puppet and say: *Hello, Sammy!* Tell the children they will make their own Sammy puppets.
- Prepare materials for stick puppets: Photocopy enough pictures of Sammy for each child (see Pupil's Book page 90), cut them out, and glue them onto craft sticks.
- Invite the children to decorate the puppets using materials such as wool for fur, buttons for eyes, and glitter.

Goodbye Song (5 minutes)

- Teach the children the "Goodbye Song."
- Consider using this song to end every class.
- When you sing the line "Have a nice day!" smile and use your finger to trace your smile. Ask the children to do this action when they sing the line, too.

Audio Script

Goodbye Song

Goodbye, children. (clap, clap, wave)
Goodbye. Goodbye.
Have a nice day!

Goodbye, teacher. (clap, clap, wave)
Goodbye. Goodbye.
Have a nice day!

Goodbye! Goodbye! Goodbye! (wave)

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Let the children take the CD-ROM home to show their families what they are learning about.

ActiveTeach

ActiveTeach, with its large digital format, provides you with an engaging way to share the Pupil's Book with the class. Children enjoy seeing the book on the big screen, and teachers like how easy it is to focus children's attention on details on the page.

Story

Objectives: to understand a picture story, to learn new vocabulary and a new language structure, to role-play

New Vocabulary: bye, goodbye, hello, hi

New Structure: *I'm (Kimmy).*

Materials: Class Audio CD A; Activity Book; ball, beanbag, or other small item

Optional Materials: Sammy puppet, CD-ROM, ActiveTeach

GETTING READY

Story Concepts (5 minutes)

- Explain that the children are going to look at and listen to a story.
- Encourage the children to share what they know about reading stories in books. Make it fun by using Sammy the Squirrel.
- Make Sammy pretend to read a book upside down; shake your head and say: *No, Sammy.* Turn the book the right way up (reinforcing holding the book correctly).
- Make him read the last page first; shake your head and say: *No, Sammy.* Start from the first page (reinforcing starting at beginning).
- Make him flip through the pages randomly; shake your head and say: *No, Sammy.* Model turning the pages in order (reinforcing reading pages from first to last).

Introduce the Story (5 minutes)

- Ask the children to talk about how they felt on their first day at school.
- Tell the children that they will read and listen to a story about Timmy's first day at school.
- Show the children the first picture on Pupil's Book page 6. Help the children understand what is happening. (Timmy's mother is dropping him off at school. Kimmy and Timmy wave to each other.)



- Ask how Timmy feels. Act out some first-day emotions such as nervousness, excitement, and fear. Help the children understand that Timmy is nervous on his first day at school.
- Go through the rest of the pictures in the story. Help the children talk about what is happening in each picture.
- Invite volunteers to act out the story as you play the audio again.

WORKING IN THE BOOK: PAGES 6–7

2. Look and listen. Act it out.

- Ask the children to turn to page 6.
- Say: *Look and listen.*
- Play the audio and let the children listen to the story. Invite the children to point to each picture on pages 6–7 as they listen.
- Play the audio of the story again, and encourage the children to speak along with the characters.

Audio Script

First Day

- Frame 1: Kimmy: Hello!
- Frame 2: Timmy: Hi.
- Frame 3: Kimmy: I'm Kimmy!
- Frame 4: Timmy: I'm Timmy.
- Frame 5: Mum: Goodbye.
Timmy: Bye!
- Frame 6: Teacher: Hello, Kimmy!
Kimmy: Hello.
- Frame 7: Teacher: Hello, Timmy!
- Frame 8: Timmy: Hello.
Kimmy: Look!



Look at New Language

- Point out that *hi* is a short way to say *hello*. Walk around the room and say *hello/hi* to different children, encouraging them to respond: *Hi, (Mia)*. *Hello, (Jean)*.
- Focus on how Kimmy and Timmy introduce themselves by saying *I'm (Kimmy)*. Introduce yourself. Say: *I'm (Mr Smith)*. Prompt children to introduce themselves to the class.
- Point out the word *goodbye*. Pretend to enter the room and wave/say *hello*. Then pretend to leave and wave/say *goodbye*. Invite a few volunteers to do this.
- Explain that *bye* is a shortened version of *goodbye*.

CONSOLIDATING

Act It Out (10 minutes)

- Ask the girls to pretend to be Kimmy and the boys to pretend to be Timmy. (If you have all girls or all boys, arrange the children in two groups and assign roles.)
- Play the audio and ask the groups to speak chorally for each character.
- Then ask the children to work in pairs to act out the story with the audio. For a challenge, encourage the child or group playing Timmy to show emotions. Help the children understand that Timmy is nervous at first, but after he makes a friend, he is

happy and comfortable. Invite volunteers to act out the story with you.

Pass the Ball (10 minutes)

- Ask the children to sit in a circle.
- Hold an item such as a ball or a beanbag and say: *Hello, I'm (Mr Smith)*. Prompt the class to wave and respond: *Hi, Mr Smith*.
- Hand the ball to another student who says: *Hello, I'm (Cecilia)*. Prompt the class to wave and respond: *Hi, (Cecilia)*.
- Let each child have a turn.

Workbook Pages 4–6

- Page 4: Ask the children to colour the picture of Kimmy. Ask them to work with a partner to practise saying *Hello, Kimmy* and *Hi, Kimmy*.
- Page 5: Ask the children to colour the picture of Timmy. Then let them work with a partner to say *Hello, Timmy* and *Hi, Timmy*.
- Page 6: Ask the children to trace the line from Timmy to Kimmy. Then let them practise saying *I'm (Timmy)*. Let the children colour the picture.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Invite the children to take the CD-ROM home to share what they are learning in class with their families.

ActiveTeach

Use ActiveTeach to read the story together as a class. ActiveTeach can help you make sure that the children are focusing on the correct page.

Actions

Objectives: to introduce and practise basic classroom instructions

New Vocabulary: colour, draw, listen, look, sing, speak

Review: hello, look

TPR: colour, draw, listen, look, sing, speak

Materials: Class Audio CD A

Optional Materials: CD-ROM, ActiveTeach, Sammy the Squirrel puppet

GETTING READY

Introduce Classroom Instructions: Look, speak, listen (10 minutes)

- Introduce the actions look, speak, and listen.
- Make Sammy say: *Teacher, look!* Shade your eyes with your hand and search around the classroom. Repeat the word *look* while you do this. Encourage the class to copy you.
- Make Sammy say: *Teacher, speak!* Answer him: *Speak? Okay.* Then say funny, nonsense things to get the children laughing. Gesture to the class and say: *Children, speak.* Prompt them to begin talking.
- Make Sammy say: *Teacher, listen!* Cup your hand by your ear as though listening. Say: *Listen.* Encourage the children to do the same.
- Confirm that the children understand the actions by demonstrating them and asking the children to repeat each word and action.

Introduce Classroom Instructions: Sing, draw, colour (10 minutes)

- Introduce the actions sing, draw, and colour.
- Make Sammy say: *Teacher, sing!* Sing the word *sing* (in a funny way) while you mimic the gesture of the girl on page 9. Encourage the class to copy you and sing the word *sing*.



- Make Sammy say: *Teacher, draw!* Say: *Draw!* and pretend to hold a pencil and draw a big circle. Say: *Children, draw.* Encourage them to copy your action while they say *draw*.
- Make Sammy say: *Teacher, colour!* Pretend to colour. Say *colour* while you do this. Prompt the children to do the same.
- Confirm that the children understand the actions by demonstrating them and asking the children to repeat each word and action.

WORKING IN THE BOOK: PAGES 8–9

3. Listen and trace.

- Ask the children to turn to page 8.
- Say: *Listen and trace.* Hold up the Pupil's Book so the children can see. Demonstrate tracing the frame of each box with your finger to make sure the children know what to do.
- Play the audio. Ask the children to point to each picture as they hear the word that names it.
- Play the audio again, stopping after each word and asking the children to repeat it.



- Ask the children to put their heads down so they can't see.
- Ask one volunteer to hide.
- Ask the children to look again at the volunteers doing the actions, one at a time. Ask the class to tell you which action is missing.
- Repeat for a few rounds.

Activity Book Page 7

Ask the children to colour the picture. Ask them to work with a partner to say the words *listen*, *sing*, and *draw* and pretend to do the action each word names.

OPTIONAL: USING DIGITAL COMPONENTS



Invite the children to practise what they're learning in class by playing the games on the CD-ROM at home.



Use ActiveTeach to demonstrate tracing the frames before the children do Exercise 3. Then use ActiveTeach to play the following game as a class: Say one of the three words on either page and ask a volunteer to circle the matching picture on the big screen. Ask the class for a thumbs-up if the answer is correct or a thumbs-down if the answer is incorrect.

- Play the audio again and pause after each word so that the children can trace the frame as they hear the word.

Audio Script

look
speak
listen
sing
draw
colour

CONSOLIDATING

Remember the Pattern (15 minutes)

- Review the actions for the words *look*, *speak*, *listen*, *sing*, *draw*, and *colour*.
- Invite six volunteers to the front. Assign each volunteer an action.
- Ask the volunteers to demonstrate the actions and say the words in this order: *look*, *speak*, *listen*, *sing*, *draw*, *colour*.
- Lead the class in chorally reciting the words in order.

Actions

Objectives: to learn new TPR commands, to learn a new song

New Vocabulary: dance, hands down, hands up, jump, sit down, stand up, walk

TPR: dance, hands down, hands up, jump, sit down, stand up, walk

Materials: Class Audio CD A, Activity Book

Optional Materials: blank drawing paper, markers or crayons, slips of paper with action words written on them, glue; CD-ROM; ActiveTeach; Sammy the Squirrel puppet

GETTING READY

Sammy Says (10 minutes)

- Tell the children they are going to play “Sammy Says” (like “Simon Says”) to review classroom actions (look, speak, listen, sing, draw, colour). If the children aren’t familiar with “Simon Says,” explain that they should do an action only if Sammy uses the words *Sammy Says* first. Demonstrate for them.
- Next, demonstrate actions for *dance*, *jump*, *walk*, *stand up*, *sit down*, *hands up*, and *hands down* for children to use in the game.
- Play *Sammy Says* with the class.

Jump, Jump, Walk (10 minutes)

- Play a version of the popular game “Duck, Duck, Goose.”
- Ask the children to sit in a circle. Walk around the circle and gently tap each child on the head, and say: *Dance, dance, dance, dance ...*
- After a while, tap one child’s head and say *jump!* Tell that child to stand and jump up and down.
- Then let that child walk around the circle, gently tapping each child on the head and saying: *Jump, jump, jump ...*



- Continue by letting that child change actions. Let all the children have a turn.

WORKING IN THE BOOK: PAGES 10–11

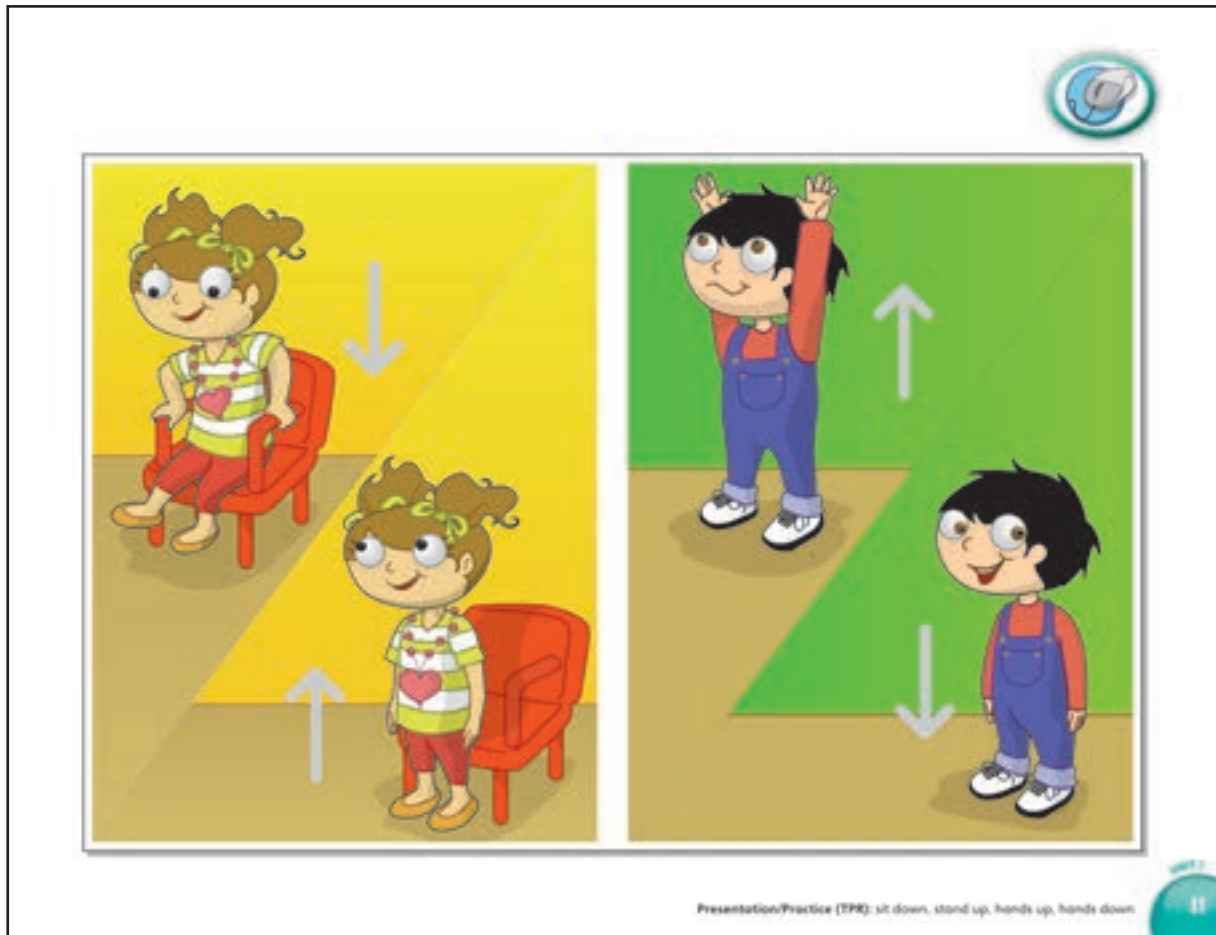
4. Listen and trace. Sing and do.

- Read the instructions aloud and make sure the children understand what to do.
- Play the audio. Ask the children to repeat the words and trace the grey line or arrow in each frame.

Audio Script

dance
jump
walk
sit down
stand up
hands up
hands down

- Play the song “Move Your Body!” while the children listen. Demonstrate the TPR actions that go with the song.



CONSOLIDATING

Draw It! (10–15 minutes)

- Ask each child to choose one TPR action and draw a picture to illustrate it.
- Prepare slips of paper with the action words written on them. Give each child a label for his or her picture.
- Ask the children to stick or glue the label onto their picture.

Activity Book Pages 8–9

- Page 8: Ask the children to trace the radio and colour the picture. Let them work with a partner and talk about their picture using the word *dance*.
- Page 9: Ask the children to colour the picture. Tell the children to trace the arrows for *up* and *down*. Let the children work with a partner and talk about the page using the phrases *stand up* and *sit down*.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Invite the children to take the CD-ROM home and play the song “Move Your Body!” for their families to get everyone at home dancing.

ActiveTeach

Use ActiveTeach as you play the song “Move Your Body!” The large format makes it easy to focus children’s attention on the pictures on pages 10–11.

- Play the song again and invite the children to do the TPR actions as they listen.

Audio Script

Move Your Body!

Move your body. (dance)
 Move your body. (dance)
 Jump, jump, jump. (jump)
 Move your body. (dance)
 Move your body. (dance)
 Walk, walk, walk. (march on the spot)
 Move your body. (dance)
 Move your body. (dance)

Sit down. (sit down)
 Stand up. (stand up)
 Sit down. (sit down)
 Stand up. (stand up)
 Move your body. (dance)
 Move your body. (dance)
 Hands up. (hands up)
 Hands down. (hands down)
 Hands up. (hands up)
 Hands down. (hands down)
 Move your body! (dance)

2

My Class

Objectives

- ✓ To learn classroom vocabulary
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a picture story
- ✓ To learn and practise the language structure *I've got a (pencil)*.
- ✓ To learn and practise the preposition *in*
- ✓ To learn a new colour (red)
- ✓ To learn a new shape (circle)
- ✓ To learn the value of asking nicely
- ✓ To practise new language by listening and speaking
- ✓ To review and show understanding of unit vocabulary and language structures

Vocabulary

New: book, chair, circle, crayon, in, pencil, red, table, teacher

Unit Overview



Home-School Connections

Copy the Letter Home for children to take home to share what they'll be learning in Unit 2 of *My Little Island*. The letter is on page T115 and is available online at www.pearsonelt.com/mylittleisland.

Values

Ask nicely. Use *please* and *thank you*.

Materials

Pupil's Book pages 12–19; Activity Book pages 10–15; Flashcards 1–6; Class Audio CD A: Tracks 13–24; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page T96)

Optional: CD-ROM, ActiveTeach, Sammy the Squirrel puppet

Songs and Chants

- ✓ Look, Look, Look! (Class Audio CD A: Tracks 13, 14)
- ✓ It's Red! (Class Audio CD A: Tracks 17, 18)
- ✓ Circle Chant (Class Audio CD A: Tracks 19, 20)
- ✓ Ask Nicely Chant (Class Audio CD A: Tracks 22, 23)






Story

“Timmy's Bag”: Kimmy and Timmy show each other the items they have in their backpacks. Timmy surprises Kimmy with the elephant he has in his backpack.

Language Structure: *I've got a (pencil)*.

SKILLS



Cross-Curricular Connections

-  trace a circle, look for circles in the classroom, remember patterns
-  learn the value of asking nicely
-  make a school collage, make a pencil cup, make red artwork
-  understand and talk about a story
-  sing and chant, dance and move

Preschool Learning Outcomes

- ✓ Respond to questions with short, simple answers.
- ✓ Understand a new language structure and the preposition *in*.
- ✓ Listen to a story and look at pictures.
- ✓ Use pictures to make predictions.
- ✓ Sing songs and chants with TPR.
- ✓ Interact with other children.
- ✓ Share information about themselves.
- ✓ Develop a positive attitude towards the English language.

Digital Practice

-  Ask the children to use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to view Pupil's Book pages together as a class.

LEARN BY DOING

TPR

- ✓ clap, emphatic gesture, look action, make circles in the air, paint action, point to head, pretend to colour, pretend to draw, pretend to read, question action, shake arms, sit down, tap on table, trace a circle in the air

Phonics

- ✓ Practise phonemic awareness: initial *p*.
- ✓ Complete phonics pages 76–77.
- ✓ Listen to the audio.
- ✓ Sing songs.

Prereading and Prewriting

- ✓ Follow an eight-frame picture story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills in appropriate activities.
- ✓ Draw, colour, and trace.

NOTICE BOARD DISPLAY

Our Class Backpack

Materials

- large photo of a child's backpack
- drawings of pencils, crayons, books
- sticky tape or drawing pins
- marker

Instructions

1. Place a photo of a child's backpack in the centre of a notice board. Add the heading *Our Class Backpack*.
2. Ask the children to draw a picture of a pencil, a crayon, or a book.
3. Use tape or drawing pins to mount the children's drawings around the backpack.
4. Point to and name the items.
5. Ask the children to point and repeat.

Remind children to clean up after each complete activity.

